DOCUMENT RESUME

ED 107 779 CE 003 866

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TITLE A Career in Coaching: Grade 9 Daily Physical Education. Career Development Project.
INSTITUTION University City School District, Mo.
PUB DATE Jun 72
NOTE 24p.; For related documents, see CE 003 801-7, CE 003 862-5, and CE 003 867-75

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Athletic Coaches; *Career Education; Career Opportunities; Career Planning; *Curriculum Guides; Educational Programs; Grade 9; Junior High Schools; Learning Activities; *Occupational Information; *Physical Education; Vocational Development

ABSTRACT

The grade 9 curriculum guide contains four lesson plans covering the career preparation knowledge, skills and self-knowledge domains. The overall goal is for students to acquire knowledge of the field of coaching. Ten sections discuss: the importance of and opportunities for coaching; general duties; attractive and unattractive features of coaching; the employment outlook, salaries; the coaching philosophy; coaching hints; and teaching sports. Each lesson includes goal, performance objective, learning activities, and an outcome measure. (JB)

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A CAREER IN COACHING:

GRADE 9 DAILY PHYSICAL EDUCATION

June, 1972
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Introduction

The athletic coach is dedicated to sports and is usually an athlete who is capable of training others for high achievement in one or more sports.

A coach may be employed by a university, college, high school, industrial group, summer camp or other institution or group. He may specialize in one or several areas of athletics or sports. A coach may work on one of several levels of coaching, such as high school, college or university, and professional. There are those who coach little league teams. The main job of coaches is to see that the athlete, under his direction becomes as proficient as he can in the particular sport involved. He has to understand the capabilities and needs of his athletes and help them to achieve perfection as individuals and as members of a team.

Career Preparation Knowledge and Skills Domain

Goal: For students to acquire knowledge on the field of coaching.

Performance Objective: Each student will acquire knowledge of the field of coaching as demonstrated by a written test of knwoledge.

Activities:

A. Presentation of information on the importance of coaching
B. Presentation of information on opportunities for coaching
C. Presentation of information on general duties of a coach
    1. Football Coach
    2. Basketball Coach
    3. Baseball Coach
D. Presentation of information on attractive features of coaching
E. Presentation of information on unattractive features of coaching
F. Presentation of information on salaries for coaches
    1. High School & Junior Colleges
    2. College & University
    3. Professional
    4. Government & State Institutions
H. Presentation of Guest Coaches
    1. High School level
        a. Football
        b. Basketball
        c. Soccer
        d. Baseball
        e. Track & Field
    2. College and professional levels
        a. At least one from each level
        b. More than one from each level when possible

Outcome Measure: Written test of knowledge of:

a. Opportunities for coaching
b. General duties of a coach
c. Employment outlook for coaching

Importance of Athletic and Sports Coaching

The athletic coach is an indispensable person in activities that involve the health and physical well-being of hundreds of boys. He is also indispensable in activities that are important to the nation's well-being.

It is estimated that American people are now spending more than 40 billion dollars in recreational activities including sports. No city or town is too small for some kind of organized sport or athletics.

Opportunities for Coaching

Coaches are employed wherever athletes must be trained. Coaches direct amateur or professional athletes in contests held by all organizations. Many coaches work in community recreation programs or in Physical Education activities of the Y.M.C.A. or Boy Scouts. Coaches are used by the U.S. Armed Forces and other government agencies to conduct organized sports and games.

The largest number of athletic coaches are those connected with high schools and colleges. The school or college coach may be expected to teach Physical Education and other subjects in addition to training athletes. Coaches having the greatest responsibility are those who prepare men athletes for college games and professional games. School coaches have the job of working with beginners as well as trained players. Coaches of professional teams are under the pressure that goes along with responsibility for producing winning teams.

The coach divides his time between his office, the playing field, locker room, teach, and gymnasium. All coaches must know how to apply the rules and regulations governing the various sports of the leagues or associations involved.

Many coaches work in more than one sport. Coaches in small schools may have other duties and details assigned, such as first-aid and equipment control.

General Duties of A Coach

The general duties of a coach include planning strategy, deciding who is to play, teaching the sport, and sometimes even planning the schedule. He makes certain that each player knows and understands the rules. He analyzes the performance of the players and works on weak points until eliminated. He prepares the team for competition, using information gained from scouts and other sources. He supervises all practice sessions of the teams.

Following are some general duties of coaches of three major sports:

Football Coach

The college or high school football coach or his assistant coaches instruct each player in the elements of football: tackling, blocking, kicking, punting and punt catching, and running with the ball. He works with the players to develop their speed, endurance, coordination, and self-confidence.

He plans strategies for each new game and drills the team in offensive and defensive play. During the football season he supervises the diet of the players and watches their general health. Duties of the professional coach are generally similar to those of the college coach. His training and travel schedule are more rigorous than those of the school coach.

Baseball Coach

The baseball coach must train players to pitch, to bat, and catch. He must develop a player's ability to make his arms, eyes, and feet work together. He supervises the drilling of all players to help them play as a team.

He also plans game strategy and teaches signals. He teaches the players the rules of the game of baseball. Usually it takes years of experience in baseball for a man to become a good coach. Most jobs coaching baseball are found in little leagues, high schools, and colleges.

Basketball

In a large college or at the professional level the basketball coach may have a staff of assistants. In a small college or at the high school level he may coach other sports or teach Physical Education classes. In any of the circumstances, the coach has to teach the players the rules and regulations, drill them in the basic fundamentals of passing, shooting, and dribbling, and teach them the art of offensive and defensive play. The coach also plans strategies and teaches them to the players.

Attractive Features of Coaching

1. Athletic coaching is a career for one who enjoys sports and likes to work with people.

2. Most coaches have a background of success in organized sports. They carry on in their adult life the thing that they enjoyed in their youth.

3. Coaching gives a man an opportunity to pass along the knowledge and skills he has learned and enjoyed. Sharing his knowledge is a source of gratification. Watching young men develop their skills and understanding is a rewarding experience for the coach.

4. Coaching provides the satisfaction of helping young people in their personal development. Almost every coach can give examples of young men who he has influenced to give up bad habits and to become a member of a team. Often because of his knowledge of young men and their problems he may be able to help them with their futures.

5. The position of a coach is one of prestige. Sports writers talk and write about coaches. Community leaders call upon him for advice and counseling in planning programs. His home town usually looks upon him as an example for their youth.

6. Coaching encourages a man to stay physically and mentally fit.

7. If one finds it necessary or desirable to leave the coaching field for another occupation, he may use his prestige to obtain another position.

Unattractive Features of Coaching

1. A coach often works under tension. He may develop a certain game strategy, only to have it destroyed by an unforeseen event.

2. If a coach doesn't produce a winning team in a certain period of time, he is usually out of a job.

3. Coaches put in long hours on the job. On the professional and college levels the coach may work between twelve and fourteen hours a day during the playing season. The school coach usually has other duties, such as teaching classes. Coaches are also expected to appear as guest speakers for community functions.

4. The pay for coaches isn't great. Salaries for coaches are of a wide range. The top salaries come to the coaches on the professional and university levels. School coaches earn salaries similar to those of other teachers.

Employment Outlook for Coaching

With public interest in sports and athletic constests at an all time high and due to greater coverage of sports by television, radio and newspapers, the employment picture looks bright for coaches. Increased leisure time, which encourages activities in sports, and community recreation programs, which promote children's athletic contests, are other factors pointing toward steady employment for coaches.

Of all the factors involved, the increase in school attendance resulting from population growth is perhaps the most important. All public school systems have some type of athletics, which requires coaches.

Colleges must have adequate staffs to coach and supervise their athletic teams. The college coaches may range from two to thirty in number, depending on the size of the college or university.

Professional sports provide jobs for coaches who can get superior results with top players. People who pay to watch the professional sports want to get their money's worth. Coaches, therefore, have to produce winning teams. The number of coaching positions at the professional level is limited by the number of teams playing. In baseball the farm system influences the demand for coaches to handle players at that level.

The growing popularity of individual sports creates a demand for a coach to help the beginner get started. These coaches may be employed by private clubs, organizations such as the Y.M.C.A., municipal recreation programs, summer camps, and other similar groups.

Staffs of coaches are used by the military services in their sports program.

Salaries for Coaches

Salaries paid coaches are governed by the sport involved, status of the team, and whether it is an amateur or professional team. The prestige of the coach and his reputation are also important factors. As a general rule, coaches of professional football and basketball teams and managers of professional baseball teams receive the highest pay. Football and basketball coaches at major colleges are also in the high salary bracket.

A High School and Junior College

In high schools and junior colleges which are part of the public school system, all salaries, including coaches, are usually set by the state or local boards of education. Coaches must also meet state academic requirements.

Beginning salaries for high school head coaches range from $1,000 to $1,5000 a year or more, in addition to the teaching salary, depending upon the prosperity of the community and the coach's academic background.

In a junior college the coach may receive a starting salary of $5,000 to $6,800 and go as high as $12,000 for a 9 month school year.

College and University

In colleges and universities the best paying jobs are in football and basketball. His salary depends on the institution and the prestige of the coach. Gate receipts also influence coaches' salaries.

Football - The head coach in college football receives from $6,000 to $20,000 a year or more depending upon the size of the school and its athletic program. In the Big Ten and other conference schools, the starting salary for the head coach ranges from $12,000 to $18,000 a year. College and university football coaches often work on a 12 month, rather than 9 month, basis.

Basketball - The salary range is approximately $6,000 to $10,000 a year or more. Where basketball is emphasized the salary may run to $15,000 a year.

Other College Sports

Coaches of other sports seldom have the salary potential of football or basketball. Salaries can range up to $12,000 a year.

Professional Sports

Salaries of coaches in professional football, basketball, and baseball are based upon the prosperity of the club, reputation of the coach, and the ability to produce winning teams. The man who coaches professional

Professional Sports (continued)

players is well paid. Professional football coaches may receive from $20,000 to $40,000, or some even $75,000 a year. In other professional sports the head coach may receive $10,000 to $30,000 or more a year. Assistant coaches in professional athletics receive from $10,000 to $20,000 a year.

Government and State Institutions

Salaries for coaches and recreation supervisors in government agencies are set by the Civil Service regulations. Salaries may range from $5,000 to $12,000 or more a year.

Coaches in high schools and colleges, besides their regular salary, receive other fringe benefits, such as sick leave, paid vacation, and pension plan coverage.

Career Preparation Knowledge and Skills Domain

Goal: For students to gain knowledge of organizations and periodicals pertaining or relating to coaching.

Performance Objective: Each student will be able to list five organizations with which a coach should be familiar.

Each student will be able to list five periodicals of a coaching nature.

Activities:

1. Presentation of coaching and related organizations

2. Presentation of coaching periodicals

Outcome Measure: Lists of organizations and periodicals

Coaching and Related Associations

1. Amateur Athletic Union
2. Amateur Softball Association of America
3. American Association of College Baseball Coaches
4. American Wrestling Coaches and Officials Association
5. College Swimming Coaches of America
6. Intercollegiate Association of Amateur Athletes of America
7. National Association of Basketball Coaches
8. National Collegiate Track Coaches Association
9. National Federation of State High School Athletic Area

Coaching Periodicals

1. Amateur Athlete
2. Athletic Journal
3. Basketball
4. Coach and Athlete
5. Dell Sports
6. Inside Basketball
7. Little Leaguer
8. New York Times Sports Almanac
9. Pro Football Almanac
10. Scholastic Coach
11. Sporting News
12. Sport's Illustrated

Self Knowledge Domain

Goal: For students to evaluate their own characteristics which may qualify them for success in coaching.

Performance Objective: Each student will be able to list seven of his qualifications that will facilitate his career as a coach.

Activities:

1. Students will list his own qualifications that will assist him in becoming a good coach.

Outcome Measure: Students' lists of qualifications

Career Preparation Knowledge and Skills Domain

Goal: For students to evaluate their own potentials for success in coaching.

Performance Objective: Each student will compare the list of his own qualifications with the list below, as evidenced by a written evaluation of personal potential for success in coaching.

Activities:

A. Present students with qualifications necessary for becoming a good coach:

1. Experience and competence and the ability to teach sports to others.

2. Must be able to inspire his men to do their best. In developing a team he must be able to select players as well as train them.

3. Must believe in the importance of the competitive spirit. He must be able to communicate this feeling to his players.

4. Physical fitness.

5. Must be a capable strategist. Getting his players ready for a tough opponent calls for a great deal of thought and action, and skills of a rival team must be studied and analyzed as the basis for a game strategy.

6. Must possess the qualities of patience, tolerance and understanding. A coach has to know how to relax and break the tensions that are mounted upon him. Self-control is as important as physical fitness.

7. Good humor and a professional attitude toward himself and his work help the coach to meet the crisis and emergencies that often occur in a game.

8. Must like people and be able to get along with them. Maintaining good public relation is important to his job.

9. Tact, diplomacy and good judgment are necessary because of the well known public figure role.

10. Integrity, drive, dignity, high moral standards, enthusiasm for his work and friendliness are other personal qualifications.

B. Each student will write an evaluation of his potential for success in coaching, comparing his list of qualifications to the qualifications listed above.

Outcome Measure: Written evaluation of person potential for success in coaching.

Career Preparation Knowledge and Skills Domain

Goal: For students to gain an insight into theories of coaching and teaching sports.

Performance Objective: Each student will receive information about coaching philosophy, coaching hints, and suggestions for teaching sports, as evidenced by each student stating that he received the information when he is asked.

Activities:

A. Presentation of information on coaching philosophy

B. Presentation of coaching hints

C. Presentation of suggestions for teaching sports

Outcome Measure: Each student will state that he received in information, when asked.

Coaching Philosophy

It is important that a coach try to develop a philosophy which will help him recognize and accept his role. The responsibilities involved, as well as the human frailties and strengths make the world of sports not only frustrating at times, but also exciting and challenging. He may need to reflect on the fact that unearned praise comes as often as undeserved blame, and that others, who are not so personally involved do not take the games as serious as their word and actions would leave one to believe. A coach who can make allowances for the actions of others under extreme emotional situations, who can give himself to team effort, who can place victory and defeat in the proper realm, and who then can be deeply and sincerely concerned about the welfare of his players, is in the final analysis the most successful coach.

Coaching Hints

1. Instill upon the athlete, confidence. Confidence may be the most important single quality a team or individual may have.

2. Optimism should be cultivated on and off the field. Cheerfulness, a sense of humor, and faith that goals can be reached will do much to make practice enjoyable and seasons successful.

3. In sports, such as swimming, track and field, and wrestling, it is important for each individual to "feel" the support of the team.

4. Conditioning the body and conditioning the brain are related.

5. Peak performances are the products of the combination of a number of things. Among these things are careful planning, good physical conditioning, perfection of techniques, knowledge of tactics and strategy, and mental preparation.

6. Coaches must not hesitate to repeat and repeat again.

7. Statistics are valuable for purposes of analysis and study by coaches.

8. Athletes must be helped to realize their own capabilities.

9. The good coach assists players in developing the right kind of self-concept. If players see themselves as losers, they usually play that way. If they see themselves as winners, they usually perform that way.

10. Coaches should be very careful about ignoring athletes immediately after competition. Even critical comments are better than being ignored.

11. Coaches should encourage each individual to discover how he might best prepare himself mentally for a contest. Each individual is different and must not be expected to react in exactly the same way as others.

12. A carefully planned and maintained bulletin board can be very helpful in many ways.

13. Coaching is a year-round profession. Everything players do between seasons has a bearing on their performances during the season. Periodic letters to all the players, counseling, personal problems, and learning to know their parents and friends are all included in the responsibilities of a good coach.

14. New players should be given experience early in the season. Many athletic events have been won or lost with the strengths of substitutes.

Coaching Hints (continued)

15. Teams which are on a "losing streak" need more than criticism. Confidence is even more necessary.

16. It is important that substitutes have good spirit. The coach must make a conscious effort to encourage the substitute so that he feels a part of the team.

17. When athletes have established their own way to prepare themselves mentally for a game, the coach should interfere as little as possible.

18. The utilization of incentives, rewards and rewards of various kinds can be quite useful to the coach. These incentives are used to add interest and zest to practices and to relieve the monotony of long and strenuous seasons.

19. Coaches should explore fully the underdeveloped potantials of athletes.

Teaching Sports

1. There should be as little "pressure" as possible in the early learning stages. Practice should be at normal speed, under circumstances which are not emotional. Good execution, complete understanding, and a gradual increase in tempo are usually to be encouraged.

2. Best results are generally obtained when learning is enjoyable and satisfying. For this reason a positive attitude on the part of the coach and liberal praise, whenever it can sincerely be given, are urged.

3. The goal and objectives of each practice should be clear.

4. Use a variety of teaching and coaching methods if possible.

5. When it becomes apparent that more practice is needed in a particular area or skill, it is part of good coaching to organize the practice to work in this area.

6. When attempting to correct faults and overcome weaknesses the coach must concentrate on one thing at a time.

7. Correct performances of fundamentals should be taught so that they become automatic.

8. An enthusiastic, confident, and optimistic attitude promotes fast learning and better performances.

9. Use of audio-visual is quite helpful.

10. When competition is introduced in the fundamental drills, there is usually an increase in enjoyment.

11. Drills are an effective way of making basic movements automatic. Always have adequate reason for drilling.

12. Efficiency in the organization of practices should be continually evaluated and unproductive activities should be eliminated.

13. When an athlete has achieved a reasonable degree of proficiency in the basic motor skills, he should be taught the more complex one.

14. The coach should encourage and assist his players to analyze their mistakes and performance and determine the causes for success and failure. This mental analysis should not replace traditional practice but should supplement it.

15. Exploration and discovery are an important part of training.

16. Personality development proceeds along with the development of motor skills.

Teaching Skills (continued)

17. Both planning and execution are important.

18. If certain skills and habits are to be used in several situations, they should be taught in more than one situation.

19. When trying to break an athlete of a bad habit, do so by showing the athlete the correct way to do it.

20. It is generally agreed that teams and individuals learn and improve the most by competing against others who are slightly better.

21. Calisthenics should be performed with a specific purpose and should not constitute a major part of the practice.

22. Training for leadership and fellowship should not be overlooked.